

The Influence of Organizational Diversity Orientation and Leader Attitude on Diversity Activities

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The U.S. population is becoming increasingly diverse (U.S. Census Bureau, 2003). Many multinational companies recognize the need to manage their diverse workforces as evidenced by the proliferation of diversity programs being implemented in multinational corporations (Wending and Palma-Rivas, 2000). Recent research suggests that firms that effectively manage their workforce diversity may experience positive outcomes. For example, research indicates that firms with higher percentages of women managers report relatively higher financial performance (Shrader et al., 1997) and greater effectiveness (Richard and Johnson, 2001). Recognizing these evolving workplace trends, numerous scholars have addressed issues related to diversity in organizations (e.g., Carter, 2000; Cox, 2001).

The purposes of the present study are three-fold: first, to develop a robust measure of the extent of organizational diversity activities; second, to examine the influence of demographic characteristics and racial awareness on leader attitudes; and third, to investigate the influence of organizational diversity orientation and leader attitude on organizational diversity activities. First, Corner and Soliman (1996) in their survey of organizations' diversity practices found that while numerous companies have implemented diversity strategies, few have attempted to assess their diversity activities. The researchers call for development of measures of diversity initiatives. This study presents a scale measuring the extent of diversity initiatives for possible use in future research and in organizational assessments. A second purpose is to examine the influence of race, sex and racial awareness on leaders' attitudes toward diversity in organizational units not previously examined in the literature, that of U.S. college and university business schools. Evidence about the influence of demographic characteristics, used as proxies, for diversity attitudes in research has been mixed. This study provides evidence about the efficacy of using racial awareness instead of demographic characteristics of race and sex as proxies for diversity attitudes of highly educated organizational leaders. The third purpose is to explore the effect of an organization's orientation toward diversity and attitudinal influences of leaders on the extent of business unit diversity activities. These potential influences on diversity activities have not been examined in the research literature to date.

African American, Hispanic, Asian American, Native American and other minority students have been enrolling at U.S. colleges and universities at increasing rates over the past decade. About 30% of undergraduate students in 1999-2000 were minorities (Choy, 2002). However, in 2002-2003, African Americans, Asian Americans, Hispanics and Native Americans comprised only 17% of U.S. undergraduate business students and 8% of MBA students (Shinn, 2003). In spite of the lagging minority business enrollment, there has been little published research examining diversity initiatives in business schools. Consistent with the trend in business organizations to implement diversity training and other initiatives, AACSB International (DiTomaso et al., 1998) has called for assessments or audits, including surveys to assess the current diversity climate in business schools. Studying business school leaders' attitude toward diversity is important because undergraduates' and graduates' diversity attitudes may be influenced by their school leaders' attitudes (Fairhurst and Starr, 1996). The graduates may take these attitudes into the workplace.

HYPOTHESES Leaders' Attitude toward Diversity

Several studies have suggested that top management commitment and support of diversity initiatives is crucial to diversity change efforts (Konrad and Linnehan, 1992; Rynes and Rosen, 1995). Other empirical evidence regarding the influence of sex and race on organizational members' attitudes toward diversity issues has been mixed. A number of studies have found that women and minorities tend to have a more positive attitude toward affirmative action policies and diversity than white men (Beaton and Tougas, 2001; Fried et al, 2001; Konrad and Linnehan, 1995; Kossek and Zonia, 1993; Mor Barak et al., 1998; Parker et al., 1997). There appears to be a pattern of findings indicating that sex and racial characteristics influence attitudes about diversity. Two hypotheses are proposed:

H1: Female business school leaders will have a more positive attitude toward diversity than will male leaders.

H2: Minority business school leaders will have a more positive attitude toward diversity than will majority (White) leaders.

In contrast to the numerous studies cited earlier which found that being in the minority, as defined by race and sex, was related to diversity attitudes, several investigations have reported contradictory findings. Hopkins, Hopkins, and Mallette (2001) found that the relationship between an organization's commitment to diversity and its managers' commitment to their organization was positive for both white male and minority managers. Similarly, Linnehan, Chrobot-Mason, and Konrad (2002) found that race was not a significant predictor of attitudes toward diversity. Interestingly, Linnehan et al. (2002) found that awareness of one's racial identity was a significant predictor of attitude toward diversity while sex and race were not.

Other research has posited that diversity attitudes may be a function of awareness of one's race and one's cultural heritage. Helms (1990) developed a model of racial identity awareness proposing that racial awareness is a developmental process, beginning with a lack of awareness of one's racial identity and limited exposure to others who are different. Further identity development involves acknowledgement that race plays a role in social relations in the U.S. today. Identity development further involves replacement of stereotypes with more accurate information (Linnehan et al., 2002). Linnehan et al. (2002) found that racial awareness influenced participants' attitudes and intentions related to diversity behaviors. Collectively, these

studies provide mixed evidence regarding the relative influence of race and sex and racial awareness on attitudes about diversity issues. However, within these mixed findings there appears to be a pattern indicating that racial awareness is a better predictor of an individual's attitude toward diversity than is simply one's sex or one's racial background. A third hypothesis is proposed:

H3: The business school leader's awareness of racial issues will have a greater effect on the leader's attitude toward diversity than will the leader's race or sex.

Possible Influences on Diversity Initiatives

Our review has established that the literature provides a basis for expecting that a number of structural variables may affect the extensiveness of diversity activities in an organizational unit. Four of these relevant influences, described briefly below, include diversity strategic priority, leader role discretion, performance management criteria and constituent pressure.

First, an organization's strategic priorities influence activities and allocation of resources (Hill and Jones, 2001). Accordingly, if diversity is deemed a high strategic priority by the business school leader, then diversity activities may be more extensive than if diversity has low strategic priority. Second, House (1991) proposed that leaders use their authority to obtain compliance from subordinates. The extent to which a business school leader perceives that she/he has authority to implement diversity initiatives may influence the extent to which these initiatives are undertaken. A third possible influence is that of the degree to which management of diversity in the school is a criterion in the leader's performance review conducted by superiors. Goal setting theory (Locke and Latham, 1990) shows that individuals are more likely to direct efforts and behaviors toward activities for which they will be held accountable. So, when diversity is considered an important component of the review, the leader may be more likely to initiate diversity activities in the school. A fourth potential influence is constituent pressure. Waddock, Bodwell, and Graves (2002) note the increasing pressure from and sensitivity to stakeholder concerns by organizations and their leaders. Kilpatrick (1985) found that decision makers become more responsible as they come under the scrutiny of and pressure from those influenced by their decisions. Accordingly, as leaders experience increasing constituent pressure to enhance the diversity in their schools, they may initiate more diversity activities. These four structural variables, when combined, may constitute a measure of organizational diversity orientation which would be expected to influence the extent of diversity initiatives in an organizational unit, as shown in Figure I.

The leader's attitude toward diversity also may be an important influence on the success of diversity initiatives. Chrobot-Mason and Hepworth (2002) found that racial attitude predicted behavioral intentions. Leaders with a strong positive attitude toward diversity may implement diversity activities more extensively in their units than leaders with a weak diversity attitude, as shown in Figure I as well.

Research has not examined the impact of an organizational unit's diversity orientation in conjunction with the leader's attitude on the extensiveness of diversity activities within business units. Two hypotheses are proposed to determine whether these factors influence the extent of diversity activities.

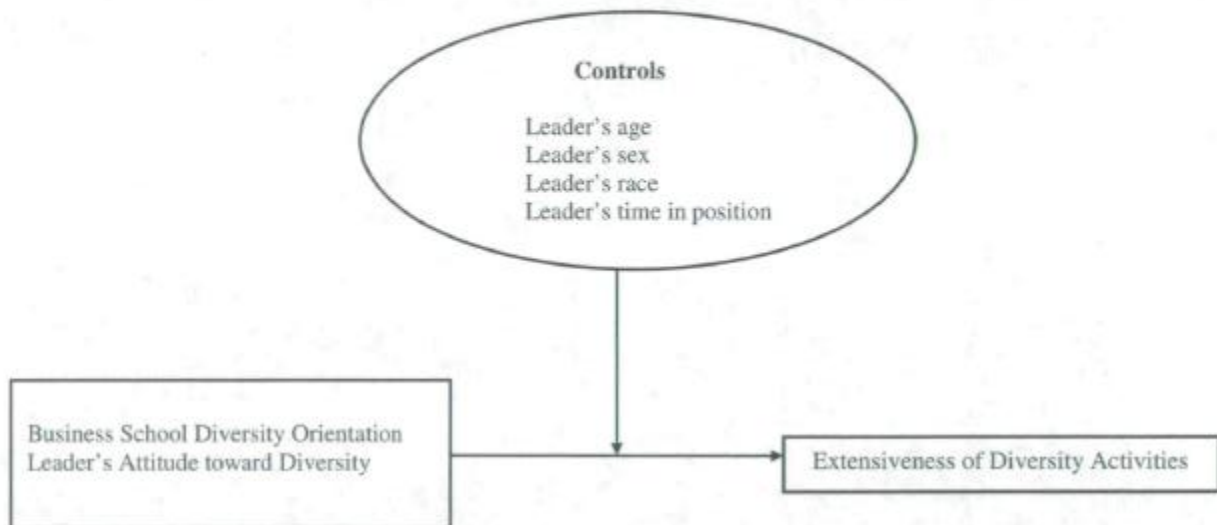
H4: When a business school's diversity orientation is strong, diversity activities will be more extensive than in units where the diversity orientation is weak.

H5: When the leader has a strong positive attitude toward diversity, the school will have more extensive diversity activities than when the leader's attitude is weak,

METHODOLOGY

Sample

Figure I
Hypothesized Effect of Diversity Orientation and Leader's Attitude on Extensiveness of Diversity Activities



Deans of all 658 U.S. business school members of the AACSB International were surveyed about their unit diversity policies and practices. One hundred forty-three leaders (22%) responded. Seventy-five percent indicated they were deans, 22% were assistant or associate

deans and 3% indicated they were in some other position (e.g., program director). Seventy-three percent of the respondents were male and 27% were female. Average age was 54.4 years ($SD = 6.5$). The female leaders were younger (mean age = 52.3 years, $SD = 6.9$) than the male leaders (mean age = 55.1 years, $SD = 4.9$, $t = 2.45$, $p < .02$). One hundred three participants were White (82% of those responding), 11 (9%) were African American, three (2%) were Hispanic, two (2%) were U.S.-born Asians, two (2%) were Native American and five (4%) were non-U.S.-born. Average time in current position was 4.7 years ($SD = 5.4$). The large standard deviation relative to the mean for time in position suggests considerable variability in the sample with relatively more long-tenured and short-tenured leaders than would be implied by a traditional normal distribution. There was no significant difference in time in position between male and female leaders. Of those indicating institution type, 48 (36%) were from

four-year college institutions, 30 (23%) were from non-doctoral degree granting universities and 52 (41%) were from doctoral-granting universities. Comparison of the respondent sample with the population of AACSB school leaders indicated the sample was generally representative of the population. Data from AACSB International (AACSB, 2004) indicated that the median age of 419 member deans who responded to the AACSB Business School survey in 2002 was 54 years compared to our sample where the average age was 54.4 years ($S.D. = 6.5$). Regarding gender, AACSB reported that 86% of deans from the U.S., Canada and the U.K. were male, compared with 76% from our U.S. sample. Associate/Assistant deans were 60% male in the AACSB data while our respondents were 59% male. Average number of years in current position for deans in our sample was 4.1 ($S.D. = 4.4$) while the average for the AACSB sample was five years. No information in the AACSB data was available regarding ethnicity of business school leaders. Overall, our sample reflects the AACSB leadership profile well.

Procedure

The initial plan was to survey business school leaders through an online web survey instrument. A letter of introduction was mailed to deans approximately one week before sending out the web survey. Coincident with the web survey "going live" in September 2003, a series of computer worms and viruses circulated across the Internet, resulting in system breakdowns at a number of government and private institutions. These technical difficulties precluded some respondents from accessing the survey via the web. Given that the duration of the Internet difficulties could not be estimated at the time, the decision was made to close down the web site two days after the initial posting and to send the survey via postal service.

An email notice was sent to the entire 658 member sample indicating the closure of the web site and subsequent mailing of the paper version of the survey. The mailed paper version of the survey contained questions identical to the web version and arrived within two weeks of the Internet launch date. Of the 143 surveys returned to the researchers, 37 were posted to the web site in those first two days and 106 were returned via postage-paid first class mail. Analysis of the two sets of respondents indicated there was no difference between the survey data collected via the Internet and the data collected by mail on the demographic characteristics of age, sex, race, current position or time in position. Therefore, the two groups were combined in subsequent analysis.

Measures

Demographic Variables. Participant sex was coded as a dummy variable where 0 = male and 1 = female. Race of the participant was coded as a dummy variable where 0 = White and 1 = minority.

Diversity Attitudes. DeMeuse and Hostager (2001) developed a diversity attitude scale comprised of 20 items including, "I support diversity efforts in organizations," "I feel frustrated with diversity," and "Diversity is enriching for me." Participants indicated their agreement to each item on a five-point Likert scale with a range of 1 = disagree to 5 = agree.

This scale assessed the attitude toward diversity of respondents (denoted as ATD). In the present study, the reliability of the scale was acceptable ($\alpha = .89$).

Racial Privilege. The Colorblind Racial Attitudes Scale (CoBRAS) (Neville et al., 2000) is a three subscale measure assessing cognitive aspects of an individual's racial attitude. For this study the Racial Privilege subscale, the most appropriate to measure participant's sensitivity to racial issues, particularly prejudice, indicated the extent of the respondent's awareness of racial privilege (denoted RP). Participants indicated their agreement to each of seven items on a five-point Likert scale with a range of 1 = disagree to 5 = agree. The reliability for this scale in the present study approached conventional levels for acceptable reliability ($\alpha = .68$).

Diversity Strategies. We reviewed the literature for measures of diversity strategies and found a number of studies that addressed dimensions of diversity strategies. Hopkins et al. (2001) developed a scale measuring organizational commitment to diversity. While this measure had acceptable reliability, it was not comprehensive enough to use for assessment of the extensiveness of diversity strategy in business schools. Weech-Maldonado, Dreachslin, and Dansky (2002) developed extensive measures of diversity management and culture in a hospital setting. Rynes and Rosen (1995) assessed the effectiveness of diversity training initiatives. Based on these works, we developed, for purposes of this survey, a 15-item scale measuring diversity activities. Items in the scale included: "A standing committee (task force, action council) monitors the business school's diversity climate," "Racial/ethnic demographics of the faculty are routinely compared by level (Professor, Associate, Assistant, and Instructor) by school administrators," and "My business school offers (or has offered) diversity training to support its goals." Consistent with the scale measurement procedure used by Weech-Maldonado et al. (2002), the items were assessed on a five-point Likert scale from 1 = strongly disagree to 5 = strongly agree. We named this scale the Diversity Activities Scale (DIVACT). Reliability for the scale was more than acceptable ($\alpha = .88$). The 15 items in the scale are presented in the Appendix.

Diversity Orientation. The development and content validity assessment of the Diversity Orientation scale was driven by a review of the literature, the authors' perspectives as employees in these types of organizations, consultation with an external subject matter expert (a diversity consultant) and consultation with internal subject matter experts (e.g., dean, associate dean, and department head). This process yielded seven items that were appropriate for capturing an orientation toward diversity. Four items were designed to measure the priority of diversity at the university and business school levels: "Please rate the strategic priority of diversity at the university level of your university or college as evidenced by mission and objectives statements

and other formal documents," "Please rate the strategic priority of diversity at the university level of your university or college as evidenced by commitment of resources," "Please rate the strategic priority of diversity at the business school level of your university or college as evidenced by mission and objectives statements and other formal documents," and "Please rate the strategic priority of diversity at the business school level of your university or college as evidenced by commitment of resources." Participants indicated their response to these four items on a five-point Likert scale from 1 = lowest strategic importance to 5 = highest strategic importance. Three additional items were designed as single-item measures, including: "How much authority do you have to implement diversity initiatives in your business school," "To what extent is the successful implementation of diversity initiatives a part of your annual performance review conducted by your superior," and "How much pressure do you feel from constituencies (e.g., business advisory boards, employers, other deans or other stakeholders) outside the university to implement diversity strategies in your business school?" Responses to these items were recorded on an equivalent five-point scale from 1 = low to 5 = high. Though we had originally conceptualized the seven items detailed above as two two-item measures assessing the strategic priority of diversity at the university and business school levels and three single-item measures, our conceptualization was not supported empirically.¹ Factor analysis indicated that all seven items loaded onto one factor with an eigen-value of 4.09, explaining 58% of the variance. The seven-item scale was named Diversity Orientation (DO). Reliability of the Diversity Orientation scale was acceptable ($\alpha = .88$).

Analysis

For the first three hypotheses, a two-step hierarchical regression model was employed to analyze whether the business school leader's sex or race would affect the leader's attitude toward diversity (Hypotheses 1 and 2) and whether the leader's awareness of racial privilege (RP) would have a greater effect on the leader's attitude toward diversity (ATD) than the leader's sex or race (Hypothesis 3). To test the hypotheses, leader sex and race in the first step and awareness of racial privilege (RP) in the second step were regressed on attitude toward diversity (ATD).

For Hypotheses 4 and 5, we conducted a second regression analysis. Business school leader's age, sex, race, and time in position were entered in the first block as controls. The business school diversity orientation (DO) and the leader's attitude toward diversity (ATD) were entered in the second block. The two blocks were regressed on the Diversity Activities Scale (DIVACT) to determine the effects of diversity orientation (DO) and attitude toward diversity (ATD) on the extensiveness of business school diversity activities (DIVACT).

RESULTS

The results for the first three hypotheses indicated that racial awareness was a better predictor of diversity attitude than was the respondent's¹ sex or race. Means, standard deviations and correlations between the study variables are provided in Table 1. Hypothesis 1, testing whether female business school leaders would have a more positive attitude toward diversity (ATD) than

¹ We thank an anonymous reviewer for the suggestion that we give further attention to estimating the reliabilities of the proposed single-item measures. Only one of the three single-item measures, the extent to which diversity was a component of the leader's annual performance review, demonstrated robust reliability. This finding, along with additional factor analysis suggested by this reviewer, identified the seven-item measure, Diversity Orientation, to be empirically superior to our initial conceptualization.

male leaders, was not supported ($F = .43, p < .52$). Hypothesis 2, testing whether minority leaders ($n = 18$) had a more positive attitude toward diversity (ATD) than white leaders ($n = 103$), was not supported ($F = .52, p < .47$). Small sample size for the minority leader group may have impacted these results. Hypothesis 3, testing whether business school leader's awareness of racial privilege (RP) would have a greater effect on the leader's attitude toward diversity (ATD) than the leader's race or sex, was fully supported ($F = 10.77, p < .001$). Leader sex and race entered in the first block were not significant predictors of leader attitude toward diversity (ATD), but awareness of racial privilege (RP) entered in the second block was, with a standardized beta of .31 as shown in Table 2.

Hypotheses 4 and 5 investigated — with the four demographic variables (leader's age, sex, race, and time in position) entered as controls — the influence of diversity orientation (DO) and the leader's attitude toward diversity (ATD) on diversity activities (DIVACT). As shown in Table 3, the four control variables entered in the first block were not significant. In the second block, diversity orientation ($F = 9.28, p < .0001$) was a significant predictor of DIVACT, with a standardized beta of .59, whereas leader's attitude toward diversity (ATD) was not significant ($F = .88, p < .35$). Thus, Hypothesis 4 was fully supported while Hypothesis 5 was not supported.

In summary, the results indicated that the leader's awareness of racial issues (RP) was a significant predictor of attitude toward diversity (ATD), while sex and race were not. The business school's diversity orientation (DO) influenced the extensiveness of diversity activities (DIVACT), but the leader's diversity attitude (ATD) did not.

DISCUSSION

Overall, the results of this study indicate that simple demographic measures such as sex and race are far less indicative of attitudes toward diversity than richer attitudinal measures such as leader awareness of racial issues for these highly educated unit managers. The first two hypotheses, which focused on simple proxies for attitude such as sex and race, failed to obtain support. The more sophisticated attitudinal hypothesis (Hypothesis 3) was supported. Consistent with the findings of Linnehan et al. (2002), the leaders' racial awareness had a greater effect on their diversity attitudes, with sex and race non-significant predictors.

These results have both research and applied implications. The findings suggest that future researchers should not rely solely on demographic characteristics of sex or race as proxies for diversity attitude, especially for well-educated managers. Rather, measuring racial awareness appears to be a much better predictor of diversity attitude than demographic membership in a non-majority group. For consultants and trainers seeking to improve organizations through diversity initiatives, it appears to be more important to test for diversity awareness and to focus organizational efforts on shaping atti-

Table 1
Correlations among the Study Variables¹

	Mean	S.D.	Correlation Coefficients							
			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1) Sex	0.27	0.44	-							
(2) Age	54.51	6.54	-0.19	-						
(3) Race	.15	0.36	0.22	-0.03	-					
(4) Time in Position	4.71	5.42	-0.04	0.33	0.06	-				
(5) Racial Privilege	21.89	6.95	0.22	0.01	0.17	-0.11	(.68)			
(6) Attitude toward Diversity	83.11	10.75	0.06	0.14	0.08	0.14	0.35	(.89)		
(7) Diversity Orientation	21.99	5.46	0.09	0.02	-0.00	0.14	0.14	0.38	(.88)	
(8) Diversity Activities Scale	43.51	10.49	0.03	0.01	-0.06	0.12	-0.014	0.17	0.60	(.88)

¹ For Sex: male = 0, female = 1; for Race: White = 0, minority = 1.
Significant correlations ($p < .05$) are indicated in bold.
Scale reliabilities are reported in parentheses on the table diagonal.

Table 2
Results of OLS Analysis for Attitude toward Diversity Scale¹

	Step 1		Step 2	
Constant	82.54***	(1.22)	72.19***	(3.36)
Sex	1.57	(2.40)	.17	(2.34)
Race	2.15	(2.98)	.80	(2.88)
Racial Privilege			.49***	(0.15)
F	0.58		4.01**	
R ²	.01		.10	
ΔR ²			.09	

¹Values are unstandardized regression coefficients, with standard errors in parentheses.
p < .01, *p < .001.
All tests are two-tailed tests.

tudes than it does to select on leader sex or race. This is encouraging since organizations may prefer to change racial awareness and attitudes, for example through diversity training, than to go the more costly route of replacing employees to obtain a different demographic profile.

The results for Hypotheses 4 and 5 suggest that structural pressures have a greater effect on diversity activities than the leader's attitude toward diversity. Our results suggest that external forces on motivation in the form of structural pressures initially trump internal forces such as attitudes toward diversity. If business school leaders are prodded to change behaviors regarding diversity through these pressures, self-perception theory (Bern, 1972) predicts that attitudinal change may ensue as well. This latter statement is offered with caution since we are not testing a causal model in these analyses. A second note of caution in interpreting our results is that both predictor and criterion variables were collected from the same business school leader, introducing the possibility of potential bias and common method variance.

A recent survey of mid- and upper- level managers may offer some insight on the responsiveness of the business school leaders to structural pressures (Dalton, 2004). The managers indicated that in their organizations, difference — related to sex, race, culture and other characteristics — were only sometimes or rarely acknowledged. When acknowledgement of difference occurred, the respondents indicated that the discussions were generally guarded, possibly suggesting discomfort with the topic or lack of awareness about how to address diversity issues in those organizations. Perhaps, the business school leaders in the present study also feel some uncertainty about how to engage discussions of difference or how to undertake diversity activities. When prodded by structural

Table 3
Results of OLS Analysis for Diversity Activities Scale¹

	Model 1		Model 2	
Constant	44.89***	(9.53)	20.45*	(8.74)
Controls				
Sex	.87	(2.32)	-.10	(1.93)
Age	-.01	(0.16)	-.03	(0.14)
Race	-1.57	(2.77)	-1.32	(2.30)
Time in position	0.22	(0.20)	0.09	(0.17)
Predictor				
Diversity Orientation			1.19***	(0.18)
Attitude Toward Diversity			-.08	(0.08)
F	0.38		9.28***	
R ²	.02		.33	
ΔR ²			.31	

¹Values are unstandardized regression coefficients, with standard errors in parentheses.

*p < .05, ***p < .001.

All tests are two-tailed tests.

pressures indicating that diversity is an organizational priority, they may be more likely to initiate activities to promote diversity in their institutional units.

For the last twenty years corporations in particular have been trying to determine what interventions to implement in order to improve productivity and performance through better diversity management. Many diversity practitioners have developed strategies based on anecdotal evidence (Corner and Soliman, 1996). For organizational leaders that want to prod managers to adopt a proactive approach, the results of this study suggest that awareness training alone will not change the working environment or increase retention of minorities. Organizational leaders who seek to prod managers to expand diversity activities in their units need to implement structural pressures. Future research could assess the relative effect of diversity strategic priority, diversity accountability, authority to implement diversity initiatives and constituent pressure on extensiveness of diversity activities. Some of these variables may have relatively greater effect than others. Additional research could investigate whether there are other unexplored structural variables that influence the extensiveness of diversity initiatives.

Our findings, based on the diversity activities scale, will be of significant interest to corporations and other non-academic organizations. With minor adaptations, the scale could be used in other

settings, such as profit-seeking organizations, service organizations, non-profit organizations, and other university units to assess the extensiveness of diversity initiatives.

Future research using the diversity activities scale also could expand this investigation into other organizational settings. For example, do pressures from other outside constituencies such as shareholders, customers and suppliers in profit-seeking organizations affect extensiveness of diversity initiatives? Are diversity initiatives more extensive in industries that are highly competitive, where firms seek to hire and retain the best-performing employees regardless of race, sex, religion, etc., than in less competitive industries? We call on future research to confirm, contradict or expand on the results obtained in this study to add to the evolving management literature regarding attitudinal and structural influences on diversity initiatives in organizations.

Appendix

Diversity Activities Scale

The following racial/ethnic questions pertain to your school or college of business only. Please indicate the extent of your agreement/disagreement with each statement using the following scale (where the response scale was 1 = strongly disagree to 5 = strongly agree):

1. The strategic plan emphasizes the goal of recruiting and retaining a workforce representative of the business school student body's racial/ethnic demographics.
2. My business school has effective formal written goals and timetables for increasing the number of minority faculty and administrators.
3. A standing committee (task force, action council) monitors the business school's diversity climate.
4. Racial/ethnic demographics of the faculty are routinely compared by level (Professor, Associate, Assistant, and Instructor) by school administrators.
5. Faculty satisfaction is routinely evaluated and compared among racial/ethnic groups.
6. My business school has a formal system that effectively monitors the progress for accomplishing its diversity goals.
7. Administrators are held accountable for achieving specific diversity goals at my business school.
8. My business school includes a diversity component in the performance review of administrators.
9. My business school offers (or has offered) diversity training to support its goals.
10. Administrators and department heads actively participate in diversity training.
11. Formal mentoring programs for new faculty members are emphasized.
12. Activities to celebrate diverse racial/ethnic heritages are conducted in the business school.
13. My business school has explicitly communicated (e.g. memos, public announcements, promotional materials) its commitment to diversity.
14. Exit interviews are routinely conducted when faculty members leave.
15. The board of business advisors for the business school represents the racial/ethnic diversity of the overall community.

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